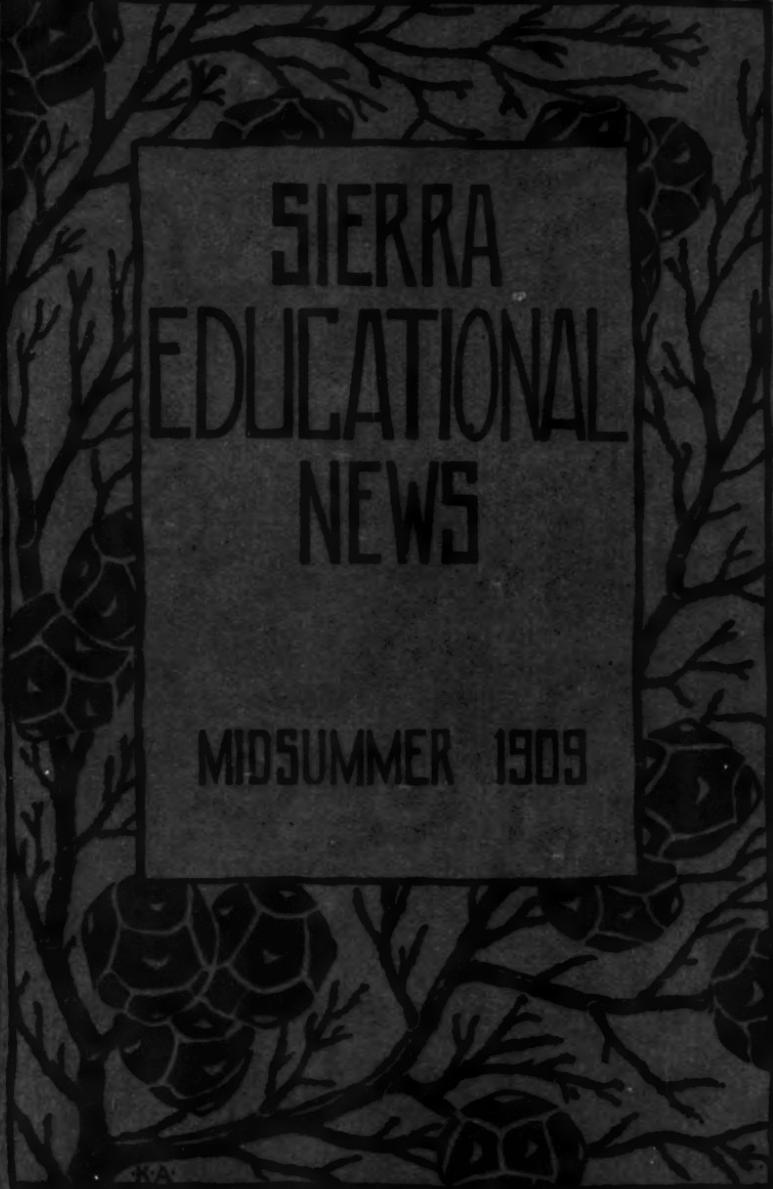


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No. 7.



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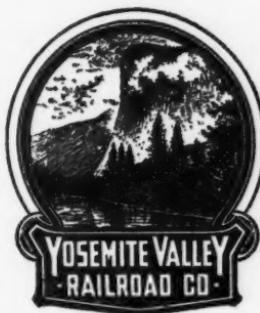
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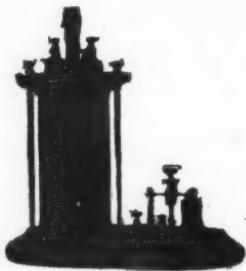
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AUGUST, 1909

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Editorial Comment

L. E. ARMSTRONG

A N. E. A. NUMBER

We present to our readers this month a number devoted almost exclusively to the recent meeting of the National Education Association at Denver. We regret that our available space permits the reproduction of only a few of the many good papers presented. We shall endeavor to make our editorial comments supplementary to these papers, so that you may obtain in brief compass the spirit and general trend of the meeting at Denver.

THE DOMINANT NOTE AT DENVER

A meeting of the National Education Association with all its sections and affiliated organizations is rather a difficult thing to keep track of for even one day, to say nothing of five. There are so many different lines of thought presented, apparently disconnected and unrelated, that it is difficult to determine the underlying unity. Sometimes in these great meetings there is no discernible educational trend, no fundamental coherence among the many topics presented and discussed. But with the making of the general program in the hands of a real educator, the principle of unity in variety will always be more or less consciously

applied. President Harvey had clearly provided a unifying center in the Denver program.

And that unifying center was industrial education. As a true motif it was struck first in the president's annual address (our first article) before the first general session. This dominant note was developed later in different phases and applications by nearly every speaker on the program.

PASSING THE TALKING POINT

From the papers and discussions at Denver it would seem that as a whole the educational forces of the country are ready to move to advanced ground in this matter of industrial education. There has been a deal of talk for the last ten years, and perhaps we may soon pass the talking point into action. There is a general concurrence that our schools are too academic, too impractical. But in practice we know that tradition and habit still grip, and we hesitate to step forward. At first glance it might seem that this hesitation is due to inertia, self-complacency, or even hypocrisy. But probably the principal cause rests in a natural desire for a clear, constructive plan before we abandon the old. We are really desirous of casting our old skin and of entering into a more helpful, vital connection with the real world and its problems. To the front with the men and the women who will give us a well-matured, feasible scheme of industrial education for our young people. Further discussion of the theoretic need of industrial education is simply churning buttermilk.

THE HIGH SCHOOL THE TARGET

The swelling chorus of discontent with present educational conditions is directed chiefly against the high school. Belief has become conviction that the work of the average high school is too largely cultural, too largely preparatory for the university. Strange as it may seem, the leading university men of the country acknowledge and deplore this tendency of the high school. Certain it is that the people as a whole are more sharply critical of our high schools than of any other division of our public school system from the kindergarten through the university. It seems clear that the insistent demand for more effective preparation

for industrial and commercial pursuits must soon bring about a clear-cut remodeling of the high school curriculum. The Zeitgeist demands that schools like the Lick and the Wilmerding in San Francisco and the Polytechnic High School in Los Angeles shall be the type instead of the exception.

POLITICS IN THE N. E. A.

The presidency of the National Education Association is a position of great honor. As a rule it has been filled worthily by our greatest educational leaders. That the men who have been chosen did anything directly to secure the position may well be doubted. To attribute their election to the influence of any publishing firm or firms or any other commercial organization is preposterous. Such an accusation is not only a grave insult to the man, but it is also a distinct affront to the National Education Association as a whole. Surely that body is composed of honest, independent men and women. Such a charge brands them as knaves or fools!

And yet at every meeting certain people make these insulting charges, and when asked for proof point to the number of book men present. This carping, short-sighted statement overlooks the natural desire, held in common by school men and book men, to meet and know personally some of the finest men and women on the continent. Most of the book men were formerly school men. To assume that the change of occupation transforms these erstwhile school men forthwith into beasts of prey, seeking whom they may devour, is ridiculous. Think also of the sorry plight this view entails upon the victims—the men and the women engaged in school work. These must padlock their doors from an inner consciousness that their integrity is not sufficiently robust to withstand the sinister wiles of the book men. Naughty book men! Fearful teachers! What a picture!

There are some good people who undoubtedly believe that politics is rampant in the N. E. A. How some good citizens do deceive themselves! We all know the man who condemns as "corruptly political" the action of his neighbor, but who considers the same action "truly patriotic" when performed by himself. The trouble with that man

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(and his name is legion) is not that he is dishonest but that he has no sense of humor.

Then there are a few others who cry politics who are using the world-old trick of "stop thief" to distract attention from themselves. They count on the unfortunate proneness of many fairly good people to give full credence to evil reports. They work the old trick of placing honorable adversaries on the defensive, thereby curtailing their aggressive power. Before we condemn our fellow-man, let us be sure we are right. The scandal-monger and the destroyer of reputations are always among us. Simple justice requires that we demand proof. Let us insist upon something more tangible than vile insinuations and unsupported accusation. And for the fellow who makes or repeats a story of corrupt politics in the N. E. A. which facts will not substantiate, a swift kick now and a deaf ear in the future!

"CONSERVATION OF RESOURCES IN CALIFORNIA"

Under this title State Superintendent Hyatt has recently issued a most valuable hundred-page pamphlet. The opening pages contain a brief statement of the case for conservation with an earnest appeal for the development of an intelligent, sympathetic interest in this vitally important subject. Following this introduction are a number of brief statements bearing on the question from several of our greatest men. The remaining eighty pages include longer selections from magazines, addresses, and newspaper articles.

In this pamphlet Superintendent Hyatt strikes a clear note, a note which should be heeded by every teacher in the State. No one can read the book without feeling deeply concerned. The illustrations are weighty arguments in themselves for the prompt development of a sentiment which shall stay the shameful wasting of our natural resources. Superintendent Hyatt is convinced that the development of this sentiment must rest largely with the schools, and he feels that it is eminently fitting that the schools should assume this responsibility. He well says:

"Is it not strange that our schools, preparing for citizenship, do not take up in some way this Conservation of Resources, so vital to every one of us, so necessary to the very existence of the Nation?

"Our boys and girls spend hours and days and weeks in studying intently the virtues and the defects of the Articles of Confederation, dead a hundred years! But they can not discover in their school that men are throwing away and giving away the land and the water upon which the real life of the Nation is builded.

"They toil and moil at length over the animosities of the Civil War, which were better forgotten; but they do not learn that their birthrights of soil are being swept out to sea, and that their birthrights in water are being seized by those who will thereby become their masters and their rulers in all time to come."

Fellow-teachers, if you have it in your hearts to do something splendidly worth while for the children of California this year, now is your opportunity. Write to Superintendent Hyatt asking for a free copy of the book. Its perusal will make you better citizens and more helpful teachers. Write to-day.

A SHORT STORY EVERY MONTH

With this issue we include a short story, a feature which we are thinking of making permanent if it meets with the general approbation of our readers. We believe that with the usual serious educational articles should go something in lighter vein, a sauce for the repast. The short story field is one worthy of cultivation. We want to encourage teachers to try their hand at this form of literary art. So we invite stories of from two to six thousand words from men and women regularly engaged in educational work. Our finances would not permit the retention of professional writers even were we disposed to secure their services. But we should enjoy starting people toward professional skill. We know that there are many teachers who can write an acceptable story. We should like to help them develop this ability. The joy of creating is no mean joy. So send in that favorite child of your imagination, and let us introduce him to our world. We believe that a short story and a poem or two every month will prove a welcome feature of the journal. We ask and expect those who have literary aspirations to lend their hearty support. Real literature has been written in California —more will be written. You never know what you can do until you try.

THE NEED, SCOPE AND CHARACTER OF INDUSTRIAL EDUCATION IN THE PUBLIC SCHOOL SYSTEM

L. D. HARVEY

President of Stout Institute, Menomonie, Wisconsin

President N. E. A., 1909

WITHIN recent years there has sprung up a widespread demand for industrial education. It comes from all parts of the United States and from all classes of people; the manufacturer, the professional man, the man engaged in commercial enterprises, the farmer, the educator. Industrial education has probably a different meaning for each of these types of individuals, and yet all agree upon one thing, and that is that it is something not found in any adequate form in our present educational system. To the farmer industrial education means education that will fit the boy to become a more effective farmer and that will present inducements to him to remain upon the farm; to the manufacturer it means training that will give him skilled workmen and more efficient foremen and superintendents; and to some of them it means the kind of scientific training which fits one for the research work for the discovery of new or improved industrial processes. To the professional man it means a rather indefinite broadening of educational opportunities; to the student of education it may mean any one or all of these and very much more.

The central thought in the minds of most people who are advocating industrial education is education for skill in industrial processes, but it must be very much more than this if it is to occupy its proper place in our educational system. Industrial education has for its purpose the acquiring of a body of usable knowledge of greater or less extent, related to industrial conditions, processes, organization, and to the administration of industrial affairs, involving the gaining of some skill in the use of such knowledge, and the securing of mental, aesthetic, and ethical training, through the acquisition and use of the knowledge indicated. Except very limited opportunities for instruction leading to skill in industrial processes, practically nothing has been done in this country for the development of industrial education outside the college or university. Material for instructional purposes in the entire field must be organized and put into teachable form and made available within the range of pupils' capacity for the thousands who now leave school at an early age with no training whatever directly fitting them for the activities of life in the industrial

INDUSTRIAL EDUCATION IN THE PUBLIC SCHOOLS

world, where most of them will find their work. In the larger cities trade schools and continuation schools of various types must be organized. The scope and character of their work will be varied and must be adapted to local conditions. In rural communities secondary schools, in which the study of agriculture and related lines of work is the dominant purpose, must be organized. But when these different types of schools come into existence, even in considerable number, throughout the country the solution of the problem has just begun. For the great mass of those needing industrial education the existing public schools, elementary and secondary, must furnish the facilities. This means a modification of our present course of study, eliminating the non-essentials, and a broadening of the purposes of these schools. They must come to be more than merely preparatory schools for some higher school. They must recognize that the great majority of their pupils must earn their living by their hands, and they must undertake to give definite instruction and training for at least the beginnings of industrial efficiency.

This broadening of purpose may find its realization through an extension and modification of the manual training work in the public schools. Manual training has been justified because of its value for mental training, for cultural purposes, and it may be fully justified on these grounds, but it may be so modified as to give a very definite and varied line of training absolutely necessary for the individual who would become a skilled workman in the industrial field without in any way lessening its value for cultural purposes. It has been making rapid progress in the public schools in recent years and has approved itself in the public mind. It will occupy a still higher place in the estimation of the public, will be given better financial support and more time in the school program, when its scope is enlarged so that it may directly serve industrial ends.

Industrial education is important for girls as well as for boys; not only for the girls who are engaged in industrial pursuits outside the home, but for the girls who find their work in the home. The woman is the side partner with the man in the home as a business organization. He furnishes the funds for carrying on that organization, she disburses them and must be trained for efficiency in their proper use. No development of industrial education will be adequate that does not make as large provisions for special training for girls as it does for boys.

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Our educational system is the result of an evolutionary process. The field of human knowledge is so broad, the demands of society are so multi-form, and the activities necessary to meet these demands so varied, that no one individual can hope to master the entire field covered by educational effort. For this reason educational institutions have arisen whose scope has been limited to a somewhat narrow field. They have been organized to furnish the facilities deemed necessary for the training of particular forms of activity for effectiveness in a definite field of effort. For this purpose, law schools, medical schools, scientific schools, classical schools, art schools, music schools, engineering schools, schools of agriculture, have come into existence. Each of these schools has its definite purpose; the training of individuals through the development of certain forms of power for effectiveness in certain fields of the world's work. Each has come in response to a definite demand; each new type of school has been opposed at the outset by individuals who feared that its field of effort would trench upon the field which it was assumed was already occupied by some other institution or institutions of different type. Time has shown that these fears were groundless. Each new institution has found a place for itself. Its clientage has come not largely from those connected with other institutions, or who might become connected with them, but chiefly from the large number who but for the new type of school would not have been found in any institution devoted to systematic educational effort beyond the elementary or secondary stage.

The demand for industrial education is a demand for a continuation of the evolutionary process to meet new conditions. This type of education will appeal to hundreds of thousands of youths who now leave school because they do not find in it that which appeals to them, or because its work does not appeal to their parents. It will hold them longer in school, and the more of this work existing types of public schools can offer, the greater the gain, because side by side with the new type of work the best of the old will be continued.

STATE EDUCATIONAL ASSOCIATIONS

CHARLES S. FOOS

Superintendent of Schools, Reading, Pennsylvania

THE temper of the present epoch is iconoclastic. In every department of human activity men and women are caviling at existing conditions. To be sure, some criticism is constructive, but much of it is destructive. Its seeming intent is not to build up but to tear down; to extirpate, not to foster. Its tone is not optimistic, but pessimistic. The public school system of America is to-day a victim of this captious censure. If any pupil of the public schools fails to make good at any point, immediately there is a hysterical rhapsody against the public schools. Even educational organizations have not escaped the relentless causticity of newspaper and periodical writers. Educational associations, they frequently write, are the forum for vagary instead of principle; are a draw-back instead of an uplift to pedagogical progress; are autocratic instead of democratic in their influence.

In spite, however, of this tendency, the public educational system will continue to grow and improve and educational associations will flourish and broaden their functions and influence. This instinct to organize developed with the human race. From the earliest times, men have banded together. At first, this disposition to group was for protection; as time went on, it was to improve physical conditions; and later, for higher purposes. This inherent tendency in men to combine brought about the historic movements of the world. Organization of men resulted in the Exodus from Egypt; in the formation of the Christian religion; in the abolition of slavery in this country; in the establishment of all that has been worth while. Benjamin Franklin foresaw the value of organization, and he devoted his genius to the organization of his fellow citizens into groups for specific purposes, the greatest of which was the union of the colonies.

Early in the history of education, the need of meetings for exchange of views was evident. From the first days of the school-master, men have conferred in the interest of the betterment of educational processes. These gatherings, at first, were informal and their results meager; but, from crude beginnings, there evolved the present helpful educational organizations. Soon after the establishment of the public schools appeared the state organizations, and this is the theme of my paper. So far as data

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is available, Rhode Island has the oldest state educational society, "The Rhode Island Institute of Instruction" having been organized in 1845. Connecticut and New York followed in 1847; Ohio in 1849; Michigan in 1852; Pennsylvania, New Hampshire, and Wisconsin in 1853; Indiana and Illinois in 1854; New Jersey in 1855. To-day every state and territory, except Delaware, has a state educational society.

The general plan of all state educational associations is much alike, but in detail they differ very materially. Some are more elaborately organized than others. Illinois, Colorado, Indiana, Michigan, and Missouri are among those having extensive plans of organization. Tennessee, apparently, has the simplest plan of operation. California centralizes authority in an admirable manner in a board of directors. There is no agreement in the scheme of organization. In the forty-seven associations, there are at least fifty different departments. The most frequent departments are—high school, elementary education, music, art and manual training, college, kindergartens, primary schools; county superintendents. Less popular departments are—graded schools, school boards, rural schools, secondary schools, city superintendents, history, science, mathematics, grammar grades, physical training, child study, normal, drawing, elocution and reading.

* * * * *

In order more fully to present conditions in state associations as they are to-day, I sent a syllabus to the various states, asking questions on topics that seem essential to a proper organization. These questions roughly divide themselves into questions of membership and organization, and means for maintaining the same; the time and place of meeting; the program; the aim and the influence of educational associations; and personal opinions of leaders. From a great number and variety of replies, I have endeavored to summarize such as appear to me to be helpful in the study of the problem which is before us.

PERCENTAGE OF TEACHERS ENROLLED

In the year 1907, Rhode Island led in the largest percentage of teachers belonging to a state organization. The percentage in that state was 81.4. Connecticut had 77.8; Utah, 67.6; Washington, 66.7; California, 60.7; Tennessee had the least enrollment; Pennsylvania,

STATE EDUCATIONAL ASSOCIATIONS

Georgia, Missouri, and Ohio, in an upward order, footed the list with Tennessee. In regard to this question of enrollment, the New York School Bulletin comments: "There is a great deal of food for reflection for New York teachers in this statement. Anyhow, we are ahead of Oklahoma." Not only, however, need the teachers of New York reflect, but the teachers of other states, notably Pennsylvania; although this year Pennsylvania multiplied its enrollment by four.

A detailed table of the number of teachers in each state, the number of members of the state association, and the percentage, in 1907, follows:

STATE	TEACHERS	MEMBERS	PER-CENTAGE
Rhode Island	2,198	1,790	81.4
Arizona	648	520	80.0
Connecticut	4,884	3,800	77.8
Utah	2,070	1,400	67.6
Washington	6,000	4,005	66.7
California	16,000	9,714	60.7
New Mexico	1,000	500	50.0
Nevada	444	222	50.0
Wyoming	800	390	48.7
New Jersey	10,011	4,157	41.5
Louisiana	4,812	1,863	38.7
New Hampshire	2,916	1,100	37.7
Wisconsin	14,000	5,000	35.7
Colorado	6,000	2,025	33.7
Oregon	4,100	1,200	29.2
Michigan	16,500	4,800	29.0
Vermont	4,004	1,139	28.4
Maine	6,000	1,500	25.0
Mississippi	5,000	1,200	24.0
Indiana	16,040	3,450	21.5
Virginia	7,248	1,500	20.6
Nebraska	10,000	2,000	20.0
Idaho	1,897	325	17.1
Florida	3,362	500	14.8
Alabama	7,500	1,103	14.7
Minnesota	14,000	2,000	14.3
Massachusetts	14,449	1,500	10.3
Kansas	12,000	1,200	10.0
South Dakota	5,000	500	10.0

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STATE	TEACHERS	MEMBERS	PER-CENTAGE
North Dakota	5,000	425	8.5
Arkansas	6,462	485	7.5
North Carolina	10,146	750	7.3
New York	35,078	2,367	6.7
Montana	1,800	100	5.5
West Virginia	8,063	450	5.5
Iowa	28,508	1,549	5.4
South Carolina	6,228	300	4.8
Kentucky	10,000	475	4.7
Illinois	28,083	1,294	4.5
Oklahoma	15,000	615	4.1
Maryland	10,000	400	4.0
Ohio	26,517	1,000	3.7
Missouri	18,670	665	3.5
Georgia	8,000	240	3.0
Pennsylvania	33,339	824	2.4
Tennessee	10,000	165	1.6

The methods employed in the several states in securing members are varied. In a few, little or no effort is put forth; in others, committees are constantly at work. On the whole, the answers to this inquiry are enigmatical. New Hampshire loyally responds: "Little, if any urging required." In Idaho, the expenses of the teachers are paid while attending such conventions. In Utah, many school boards defray the expenses of the teachers. In Maryland, solicitors canvass in each county. In Michigan, the state department declares the meeting a state institute. In New Jersey, a county chairman has charge and appoints any number of assistants.

Beyond these, the answers were more or less stereotyped. A few follow: "Notice by circular and bulletin;" "through the newspapers;" "attractive program;" "membership blanks sent to all teachers prior to the meeting;" "secretary visits county institutes;" "guarantee live meetings;" "print proceedings;" "personal appeal;" "appeal to loyalty;" to which the writer facetiously adds, "which often is not great;" "assign program parts to teachers in every part of the state;" "work it up at county institutes;" "city and county superintendents urge attendance;" it was not stated how the city and county superintendents were enthused.

STATE EDUCATIONAL ASSOCIATIONS

From the south comes this comment: "Girls in abundance; but men—rare." Since girls fail to attract, all agree, I think, that the plan of Idaho and Utah commends itself, as a surer means of securing a large enrollment.

The proper time for holding the meeting is another mooted question. A canvass of forty-seven states and territories disclosed the fact that two associations hold their meetings in April; two in May; seven in June or early in July; five in October; five in November, and twenty-four in December. In January, February, March, August, and September, no meetings are held. As is readily seen from these figures, the sentiment for a convention at the close of the school term is rapidly dissipating, and the preponderance of opinion is largely in favor of December, especially the Christmas holidays. Many educators feel that the work of the convention is not entirely that of a summer-day picnic, and yet social features, such as the reunions in Michigan and the receptions at Atlantic City, New Jersey, and other state meetings, are very helpful in acquainting members with one another.

The place of meeting often affects the success or non-success of state educational meetings. The following states hold them in the same place each year: Arkansas, Colorado, Idaho, Illinois, Indiana, Iowa, Kansas, Maine, New Jersey, New York, Rhode Island, and Wisconsin. Massachusetts usually holds its meetings in Boston; Minnesota, in St. Paul, and Nebraska and Ohio, usually in the same place. South Dakota, in its constitution, directs that the annual meeting be held in cities of 5,000 or more population. Of the sixteen usually following this custom of holding the meetings in the same place, twelve state that it is a satisfactory plan; two think it unsatisfactory, and two are non-committal. As a rule, the reason given for holding the meeting at one place is that hotel facilities demand it. Of the twenty-nine states that hold meetings in different places each year, twenty-two feel that this is the proper method; five think it is not; two are doubtful. It is evident that both plans meet with the approval of those who have them; consequently, the question of place of meeting does not enter very largely into the success of a meeting, if the hotel problem is eliminated, although it seems to me that meetings in different parts of a state arouse interest from time to time in the several sections of a state. Possibly no state is so fortunate

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in its permanent place of meeting as is New Jersey. Each year this association gathers at its delightful sea resort, Atlantic City.

The programs in the different associations vary. Industrial and vocational education is the most popular topic. In reply to the question, "What do you emphasize in the program?" the two general underlying themes in the replies are: The attitude of the teachers toward the profession, and the problems of instruction. Six states advocate the pedagogical side alone, and a few, the administrative. California, in one year, emphasized the spiritual element in education; in another year, sociological tendencies; Montana, industrial education; New Jersey, physical and industrial education; New York, everything new; Oregon, means of raising revenue; Virginia, progressive legislation; West Virginia, school administration; Wyoming, state-wide interest in the schools; Pennsylvania, pressing problems in state education. Still others emphasize the inspirational side of teaching; finance; preparation for teaching; consolidation of schools; current educational problems.

In regard to the use of outside talent on the program, probably Connecticut, Rhode Island, California, Iowa, Minnesota, report the largest proportion of outside talent. Connecticut reports the best and largest meeting ever held was when only outside talent was employed. Georgia, Oklahoma, and New Mexico report no outside talent. Other states use from two to fifty per cent. Florida reports that outside talent introduces and emphasizes new phases of education and arouses general enthusiasm. Kansas believes that outside talent pays; Kentucky, that local work is best, but that outside talent adds the "sauce;" Virginia, that local talent stimulates local effort and reaches local conditions and that outside talent imparts inspiration and gives a basis for comparison. Practically the unanimous verdict is that both foreign and local people are desirable, each supplementing the other; that local men are best adapted to discuss local conditions and outside men, to impart breadth, interest, and inspiration.

In order to probe the problem of state educational associations deeper, a few opinions in regard to the aim of the several associations as expressed by either state superintendents or officers of associations, while more or less commonplace, are hopeful. For instance, Maryland reports its aim: "to unite and cement our educational forces;" Michigan, "to

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stimulate an appreciation of the responsibilities and opportunities of the profession;" New York, "to give trend to progressive movement." Others are thus phrased: "to create educational sentiment;" "exchange ideas;" "inspiration;" "stimulation;" "widens teacher's view;" "unity in school work;" "improve standards;" "wider exchange of views;" "elevate the character and advance the interest of teaching."

The New Mexico association, in its prospectus, urges teachers to attend the meetings of the association thus facetiously: "It is the teacher's professional duty; it adds to one's resources; it clarifies one's knowledge; it renews one's enthusiasm; it increases one's optimism; it dispels the blues; it helps to keep one out of the ruts. It may not remove gray hairs from the head, but it will help to keep gray hairs out of one's methods."

It seems to me that the constitution of the New Jersey Educational Association covers the ground fully, thus: "To promote the educational interest of the state; to secure and maintain for the office of teaching its true rank among the professions; to promote and guard the interests of public and state school teachers by means of instruction, conference and united action."

As a legislative and political factor, educational associations are not always potent. Possibly the New Jersey association is one of the most active in the line of influencing legislation for pupils, teachers, and schools. Much of the progressive school legislation on the statute books of this state has been due to its active state association. This association was called in extra session May 29th, this year, to protest and use its influence against the ruthless dismissal of teachers by boards of education, on account of the thirty-five year service law. Five hundred dollars was appropriated for expenses and counsel fees.

New York, Virginia, Kentucky, California, Nevada, South Dakota, and Mississippi associations have also done much to help legislation. The influence in Pennsylvania has been more or less negative. Of the states canvassed, twenty-eight reply that they influence state legislation more or less; twelve vote "no;" and six are silent. California replies, "voice very potent;" Indiana, "very large factor;" Mississippi, "very greatly;" Nevada, "initiates everything done;" New York, "does not hesitate;" South Dakota, "all legislation has had its origin in the efforts

of the association." Kentucky reports, "no important legislation has been had except by its approval." Other states, however, are not so optimistic. One association tries, but has little direct influence. Another is unable to determine its influence. Still another, "can't budge the gang." Others memorialize the legislature with little effect, and thus the story runs. It is evident, however, that without state associations, much less legislation would be on the statute books to-day. Kentucky enthusiastically exclaims, "not room enough." New York cordially reports, "too numerous to mention in one line."

Specific acts passed through the influence of associations are numerous. South Dakota, compulsory attendance; certification of teachers by the state; Virginia, normal education; Washington, increase of 66 2-3% state tax; West Virginia, revised school law; Wisconsin, compulsory education; Alabama, redistricting act, uniform text book, uniform examination; California, increase in state and county school funds, state high school law, compulsory education law, act raising standard of certificates; Georgia, county institutes, graded course of study, summer schools; Illinois, creation of educational commission; Indiana, normal school laws, wages and qualification laws; Iowa, state examination and certification of teachers, compulsory education and library laws; Kentucky, state normal schools and state university; new and modern trustee system, county high schools, truancy laws; "not room enough for all;" Maryland, minimum salary law; Minnesota, library law, state aid, better factory and truancy laws, free textbook law; Missouri, compulsory attendance law, library law; New Jersey, retirement fund, tenure of office act, thirty-five-year service law, medical inspection.

The persons interrogated were urged to give desirable and undesirable features in their respective associations: Washington and Kentucky write: "greatest single educational factor in the state;" Wisconsin, "positively great, both to teachers and general public;" "Alabama, "leading force in educational advancement;" Florida, "the school interests of the state can not afford to be without it;" Illinois, "absolutely necessary for progress;" Mississippi, "would lose much of inspirational spirit without it;" Nebraska, "no progressive state should be without it."

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Other desirable features read thus: "brings teachers together;" "calls attention of people to educational forces;" "definite program;" "well organized departments;" "publication of proceedings;" "study of vital educational problems;" "more teachers participating;" "good programs;" "receptions;" "time for social intercourse;" "short speeches rather than papers;" "unity;" "co-operation;" "co-operation of state department;" "enthusiasm;" "sympathy for each other;" "best men on the program;" "live topics;" "renewal of old acquaintanceship and making new friends;" "wears away wrinkles;" "opportunity to get a good wife;" "better than an operation for a 'set' teacher."

Undesirable features read thus: "politics frequent;" "political ax-grinding;" "factional spirit and sectional feeling;" "attempting to usurp the responsibilities of the legislature;" "overloaded formal programs;" "long papers;" "Chautauqua features;" "meddling of school book agents;" "too many subjects;" "too great a variety of cliques;" "rivalry between institutions;" "acrimonious debate;" "monopolistic college element;" "lack of definiteness of purpose;" "too many side attractions;" "long-winded speeches by persons not in school room;" "a dominant faction for selfish interests;" "dry papers;" "the know-all;" "the old fogey."

The tenor of these fragmentary opinions, in my judgment, is exceedingly encouraging. In spite of direful prophecy, the state association survives and thrives; in spite of discontented murmuring it is a factor for progress; and in spite of the disgruntled carper, it will be the forum for the solution of the problems affecting the constructive reorganization of the public school system in the states. The omens are entirely propitious. To be sure, many vexatious and discouraging factors confront it. The most distressing one, unquestionably, is its seeming inability to unify its forces. With less than ten per cent of the half million teachers in this country regularly enlisted under its banner, little wonder that often its influence is imperceptible. With forty per cent of the teachers only temporarily and occasionally enrolled, little wonder that its functions, as one critic puts it, are "decidedly sporadic." From every section of this land, the report is: "The rank and file are indifferent; they see no immediate return, hence they are unwilling to build for the future, especially since that benefit may be for another." This selfish indifference

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is due chiefly to the fact that the average professional life of a teacher is four years. If one attends the meetings of two conventions five years apart, he is almost a total stranger. With the teaching force made up chiefly of men awaiting an opening to a more lucrative profession, and women awaiting an opportunity for the less distressing duties of wifehood, this problem of indifference is formidable. It will be met wholly only when teaching occupies its rightful place, and men and women teach as they would practice law and medicine, or preach the gospel. When once teachers feel the responsibility of their work as do men and women in other vocations, when their loyalty is no longer divided, and when the general public insists on discarding the incompetent, then the educational association will mean more to the teacher and to education. The solution, in my opinion, lies in placing teaching on such a plane that the indifferent and disloyal will soon fall by the wayside.

It is asserted, too, that the state educational association often is dominated by selfish and ambitious persons, and that these persons use the organization to further their own aspirations and not to uplift the membership nor to forward the profession; that often the association becomes the platform for persons who wish to exploit theoretical devices rather than for those who desire to discover the fundamental elements of pedagogy; that the advocates of delightful expedient are preferred to the expounders of rational principle. These are criticisms that are only too true, but they are not irremediable. Leaders of educational organizations must correct them if they would command, and look beyond self and beyond the opportunist. To be sure, with so very many who do not feel the least responsibility, an organization naturally drifts into the hands of the interested, the few who by choice or by compulsion survive in teaching. It behooves these few, however, to respect the rights of temporary teachers. It behooves them to recognize on their programs those who have a message, and in the committees those who are willing to work. It behooves those who are ignored or timid to assert themselves, to make themselves felt. Of course, at present salaries, the large majority of teachers can not become prominent in any state organization. They are fortunate if they can attend several meetings in a lifetime. This, however, does not prevent them from giving the association loyal support. With a loyal membership an association soon becomes an influence

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that will uplift the teacher, will uplift teaching. Wherever teachers are alive to their honest interests, there their conditions improve. "The most difficult legislators to convince," said a prominent New Jersey educator to me recently, "are the members from the districts where the teachers are asleep professionally."

This review discloses the fact that most of the associations are striving to be helpful factors in educational work. Each in its own way is doing much to improve school conditions. The pressing inquiry now is, would an organization of officers of state associations affiliated with the National Education Association be helpful? In my opinion, such a union would help to solidify the forces contending for the true and defeat the forces contending for the false. In union there is power. In the words of the revered Lincoln, if we would succeed, we must "keep peggin' away; keep peggin' away."

THE SUPERVISION OF RURAL SCHOOLS

NATHAN C. SCHAEFFER

State Superintendent of Public Instruction, Harrisburg, Pennsylvania

IN RURAL communities with urban conditions the problem of school supervision can be solved without much difficulty, but in sparsely-settled districts the solution of the problem is more difficult.

It is well to keep in mind the difference between the functions of a superintendent and those of a supervisor. The work of the superintendent is largely administrative, while the supervisor has to do with the methods of teaching, habits of study, and the adaptation of the curriculum to the peculiar needs of the community.

The creation of a demand for good schools is fundamental in all educational progress, and for this purpose the superintendent should utilize farmers' institutes, mothers' meetings, school commencements, and public lectures, as well as visits to the homes of those who are leaders in thought and action.

In the next place, the superintendent should endeavor to make the teachers happy in their work; the worst service which a superintendent can render is to give the teachers a bad conscience with reference to

their work. This robs them of all joy in teaching, makes them nervous and unfit to govern or to associate with children, and defeats the fundamental purpose for which schools were established.

In the third place, the people of country districts should be made to think and feel that their boys and girls are just as good and deserve just as much and as good schooling as the boys and girls of the cities; and further, that it is impossible to have good schools anywhere without paying for them.

Fourth, the supervision of rural schools should deal very largely with methods of teaching and courses of study. The most valuable asset of the state is brains; time is an asset of childhood which, if lost, can never be regained; health and growth and strength should be improved by the days which the child spends at school. To economize the time and effort of the pupil, to prevent waste in the schoolroom by improper methods of teaching, by unwise methods of discipline, and by ill-adjusted courses of study is one of the leading functions of school supervision. To these should be added the care and sanitation of the buildings and grounds, the prevention of waste in the purchase of school apparatus and appliances, the management of the schools so that the tax-payer may get an adequate return for every dollar taken from his purse.

Again, it is of supreme importance that the right man or woman be selected to supervise the schools. The work of the superintendent must be judged by its results. His tenure of office should depend upon what he achieves. The question of primary importance is, therefore, one of selection. Shall he be selected by popular vote, or selected by the school directors, or appointed by some central authority? The method by popular vote is the least satisfactory. Appointment by a central authority is equivalent to putting the appointment into the hands of politicians who may select the best available man, or give it to some favorite with "pull" or influence. The school directors may make mistakes in their selection; hence a central authority to pass judgment upon the qualifications is helpful in keeping out those who are totally lacking in academic and professional qualifications.

Above all, colleges of education are needed to prepare promising young men and women for the delicate and responsible work of school supervision.

SERVICE OF ORGANIZED WOMEN TO THE PUBLIC SCHOOL

MISS LAURA DRAKE GILL

President of Association of Collegiate Alumnae and President of the
Department of Women's Organizations of the N. E. A.

THE newest department in this National Education Association—the Department of Women's Organizations,—was established a little over a year ago, for the purpose of closer co-ordination between various volunteer agencies for improved public schools. It has suffered an irreparable loss in that the woman who conceived the idea passed over to the silent majority just before the organization was authorized. The work has thus fallen to those who must serve without the inspiration of knowing fully the aim of the creator. How well they may ever interpret Miss Abbott's wishes and vision, no one can ever know. How well they may be able to define and establish a wise relation between the volunteer and professional workers in public education, time will reveal.

As I have understood the origin of the idea, it sprang from a helpful experiment among the organized women of Connecticut. In order to properly inform the women of the State in regard to school matters, one group studied the conditions of instruction in the schools; another group considered the problem of properly-constructed, properly-placed and properly-cared-for school buildings; yet another took up schoolroom decoration and incentives to a keener patriotic sentiment, etc. This was a true division of labor, based upon the known interests of the various organized bodies. But with it went, also, a full co-operation in disseminating information about school conditions and in arousing a public sentiment for their betterment. The fact that Miss Abbott inspired and marshaled her forces so ably in this State movement gave confidence in her ability to realize the plan for National co-operation which she advocated. Her request was made to your officers in January, 1907, for a new department through which certain women's organizations engaged in educational work might come in close touch with the organized teachers of the Nation. The new department was authorized at Los Angeles; was organized at Washington in February, 1908; held its first meeting in Cleveland in last July, and has been feeling cautiously for a sure footing during the past winter.

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Let us recall some of the basic rules in this association and note how they affect a department whose constituents are derived from other active organizations and whose activities must be consummated through these groups:

1. Any active member of any education committee in any organization, man or woman, can join the N. E. A.
2. Any active member of the N. E. A. may vote and hold office in any department of the Association.

Therefore, there is no legal assurance that even the officers of the Department of Women's Organizations shall at any given time be elected from members of the organizations officially recognized in the description of the department. Yet all active work must be effected through the State groups of these organizations; it must be planned, financed, and executed by them.

Until further definitions of the department can be reached, any possible legal complications have been avoided by recognizing as official and formal only the three officers who are chosen at the annual meeting. Their duties consist chiefly of providing the section program for this meeting. In this relation they are solely persons active in educational work and responsible to the N. E. A. officers.

But above this, it was necessary to provide for the active work which constitutes the sole reason for the existence of the department. To accomplish this end, an executive committee was authorized, consisting of one appointee from each of the five recognized organizations. These women provide any needed machinery for effective co-operation among their various groups.

It is at once evident that the State is the largest unit possible for such co-ordinating work. Two adjoining States will have widely different laws for education, utterly different urgent needs, as well as different modes of working. Hence, a so-called "N. E. A. joint State committee" was organized in each State, consisting of five members, one representing each co-operating association. The Chairman of Education of the State Federation of Women's Clubs was an ex-officio representative. The other four organizations were represented by appointees of their respective national presidents. Any vacancy was filled by appointment of the Department President, upon unanimous nomination of the exist-

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ing members of the State committee. Several officers refrained from appointing members in those states in which their own organizations were undeveloped, and left vacancies to be filled with workers with stronger local public sentiment behind them. For instance, in Southern States with few Northern college women, it was a pleasure to refrain from appointing a member from the Association of Collegiate Alumnae, in the knowledge that an active representative from the School Improvement Association or from the United Daughters of the Confederacy might thereby enter as a substitute member.

The only possible danger in this combination is the chance of using the name of the N. E. A. in some unwise work. But since the organizations are specifically named in the department papers, and since the work is supervised and authorized by the officers of the department—who may be anybody, man or woman, in the N. E. A.—it would seem as if there could be small probability of unwise exploitation of the name of the general association.

The welcome of this committee in various States has been expressed by invitations for the entire five members to participate in board meetings of the State School Improvement Association, by appeals from the State Superintendents for help in needed reforms, by invitations to speak at public meetings, and by countless little acts of gracious overture.

So much for the progress in organization during the past months. The next point to consider is the meaning of the department. Here we pause in tribute to the one who saw the vision, but whose silence regarding it can now never be broken. How can any one hope to think Miss Abbott's thoughts after her? We admit frankly, then, that we know little of the original meaning of this affiliation between the teachers of America and the representatives of nearly a million organized women. The only practical question left for us to answer is: What may it (now an accomplished fact) be made to mean?

In early days the members of the school committee were in close touch with public opinion; the teachers were largely residents of the town, and lived in daily contact with the families; the classes were small; the relation between the home and school life phases of a child's life was intimate and continuous. As our towns grew, the control of schools became more complex, and was turned over to professional superinten-

dents. The teachers became more professional in preparation, less frequently teaching in their home communities, and more apart from the families. In short, every advance in the organization of the schools has broadened the chasm between the home and the school, until the resultant disadvantages have become apparent. An attempted remedy for the evils of this desirable organization has come in the form of public education associations, school improvement associations, and home and school associations. Every citizens' movement for better schools seems to be an effort to adjust the new professional aspect of education to its proper place as a servant of the public good. But this adjustment should not be confined to either side alone. To be sure, the teachers must welcome every chance to know the whole life of their pupils; but the citizens must make as sincere and intelligent an effort to understand the aims and methods of the teachers. Is this new department, then, as authorized in your midst, other than a general recognition by the organized teachers of America of these things?

1. That the best educational results require the home and the school to work side by side in sympathy and mutual understanding.
2. That you, as teachers, invite to your councils all citizens who wish to see things—once a year, at least—from a professional point of view.
3. That you welcome estimates of the degree of your success from all citizens who care equally with you for good education, while actuated by personal interest in the finished child product, rather than by interest in any special method of attaining the desired result.

We lost a portion of one good thing in gaining another good thing. The two good things are not antagonistic, but parallel. Therefore we are now trying to put them side by side again in proper relations.

What can this co-ordination of the volunteer forces for better education do nationally? It can back the able commissioner of education in his efforts to have general studies made in matters of National bearing by letting every senator and representative know at critical times what the people really want; thereby he will be supplied with the sinews of war, at least, and will be backed by a sympathetic comprehension of his efforts at best. Although it was for only an indirectly educational

end, the department has backed the movement for a Federal Children's bureau during the last year to an appreciable extent.

What can the new department accomplish for each State. It can keep in touch with a good superintendent; it can organize a campaign of enlightenment in support of good laws; it can keep the public conscience alive to the proper enforcement of the law; it can furnish the machinery for "a long pull, and a strong pull, and a pull altogether" at any time upon the most urgent educational need of a State.

So far, the work has seemed more one of co-ordination for general movements rather than one of division of labor. It would seem as if both general aims should be kept in mind. The reduction of machinery and avoidance of duplication have become almost as urgent as the school improvements for which we are organized.

What is necessary for the success of the department? Guidance from some person of leisure who knows both the professional and the citizens' point of view. Proper direction of the department would average two full days a week from the President and one good clerk. Also, it needs some money. The general office needs \$500 a year for clerical work, stationery, printing and postage—even if the President gives her services and traveling expenses. Each State office will need from \$25 to \$200 for running expenses, with the same provision for volunteer direction. In some States each co-operating organization has made a definite contribution; in others the officers have shared expenses; in yet others good governmental clubs have contributed generously.

If some one of leisure and experience can be found to take the presidency from year to year, with not too frequent change of officers, and if means for the support of the work can be obtained, the value of the department is practically without limit. The annual meeting will be a clearing house for standards and methods, and a place for inspiring discussions. Each state group must study local possibilities, and must be ever ready to encourage, support, and bring into accord with the citizens' need the genuine ability and devotion of the technical force. So may the community and the school be gradually brought into one general movement for a healthier, happier, abler, and more conscientious citizenship.

ART AS RELATED TO THE INDUSTRIES

ARTHUR B. CLARK

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A READJUSTMENT is taking place in education because vocational training is making insistent demands. The program of this association bristles with the topic. The conservative wall has been broken and an opportunity is offered to place instruction in the manual arts on a sound basis. What place shall art have?

Art is the element which sweetens the performance of labor and gives spiritual expression to its product. By its use a workman can give an object a value beyond itself. Writing of this peculiar power of art Browning says:

"So you may paint your picture, twice show truth,
Beyond mere imagery on the wall—
So, note by note, bring music from your mind,
Deeper than ever e'en Beethoven dived—
So write a book shall mean beyond the facts,
Suffice the eye and save the soul beside."

This is true of all labor. Inspired by art a workman can dig a ditch, make a roadway, or build a gate post, so that each, in its degree, shall mean beyond the facts and save the soul of the workman from the paralyis of unenlightened toil.

The world is built under artistic law and we are fitted to perceive it. Whether we look at a bank of sand shifting with the wind, at an alluvial valley masked by a stream, at a tall tree, or a tiny flower, we shall see, if our sense is alert to see, that beauty of arrangement in series and rhythms of curving lines and harmony of colors is the universal law. Sometimes Nature seems to grope, as in the formation of the mountain range; again she attains a triumphant climax as in the bursting melody of a lark, or the unfolded blossom of the iris; but always the striving for beauty is there.

The manual worker should create in the same manner, assembling all that he touches by artistic law. That is the path of peace and harmony. Mr. Frederick Oakes Sylvester has written of these words as follows:

"Art is a living spiritual interpretation of creation, uplifting humanity by its nature, its activity and its fruitage. It has its laws of being, of

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unfolding, of demonstration, expressed through unity, harmony, rhythm, symmetry, balance, strength, grace and variety. The permeating presence, recognition and understanding of these laws in human thought and their embodiment in material form constitute the whole realm of the esthetic."

Imagine for a moment a community of human beings producing this pulsating order in all its life; moving to music, expressing in song, celebrating events of civic and national importance with orderly exercises in which emotion is controlled, unified and expressed by concerted rhythmic action. Pleasure would increase and life take on the noble exaltation of the most perfect operas. In material surroundings, the first effect would be to destroy some bad furniture and houses because they would not fit orderly lives. Good articles would be retained because worth retaining. This condition of life, imaginary to an extent, is not wholly so, for this development is now going on, and the buildings, furniture and music which do not meet artistic as well as useful standards are being eliminated. By looking back ten, one hundred or five hundred years, we see that the buildings which people preserve, the pictures and carvings which are protected in museums, are those which have artistic merit. The greatest artist is he who creates those things which people will care to preserve for the longest time. The best craftsman is he who so makes a dish, a table, a leaded window, or a house that it will not soon be cast aside to make room for another article of higher spiritual significance and better design made by a workman more observant of the laws of beauty.

Good taste in design, in choice of material, in proportioning spaces, in coloring and carving can so impress one's spiritual joy on an object that it will last ten times as long and hence be ten times as valuable. Art is a profitable partner in any craft.

This effect is not economic alone, the unenlightened workman is a drudging slave, waiting for the release of five o'clock; while the artist striving for perfection is a god, making a universe, and for him time does not exist.

Thoreau tells of the artist of Kouroo who, disposed to strive for perfection, set about making a staff, and although while the task was proceeding "his friends deserted him and grew old in their works and

died, he grew older by not a moment" . . . Dynasties passed as he worked at his simple task, but when the finishing stroke was put to his work, it suddenly expanded before the eyes of the astonished workman artist into the fairest of all creations of Brahma. He had made a new system in making a staff, a world with full and fair proportions . . . and for him and his work, the former lapse of time had been an illusion, and no more time had elapsed than is required for a single scintillation from the brain of Brahma to fall on and inflame the tinder of a mortal brain.

Such is the inspiration and reward of artistic work.

The writer is an architect, when not teaching, and had for years noted the state of mind of various workmen in the building trades. While all occupations afford more or less of opportunity for the exercise of artistic pleasure, the workmen who appreciate the main motive of a design or who feel any large relationships between the various details of a structure are rarely found. This state is due partly to defective education of the individual workman, partly to the defective education of those who determine building conditions, partly to the spoils system or organization in industry by which a few attempt to shave a profit from more workmen than they can furnish with inspiring jobs. And in the manufacturing industries the power of individual initiative and appreciation is less than in the building trades.

The journeyman acts upon the recipes and precedents of his trade and is embarrassed outside of them. The artist when confronted by new conditions is stimulated, he analyzes the problem, arrives at an approximate solution by deduction, corrects it by experiment, and follows his taste with confidence. I recently saw a most beautiful result in standing redwood, obtained in this way, which the local painters would never have produced.

Among the improvements in ideal production the three following are notable:

In England an ideal industrial village has been established under the leadership of Mr. C. R. Ashbee. The principles and works of William Morris inspire the movement. Mr. Ashbee through his lectures in this country may be known to many here. He holds that sanity in work demands that the individual must come into direct contact with his

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material, no machine between to destroy the impression of the human being with his sensitive soul. Cabinets, metal work, jewelry, and books bound and printed, are produced here in a most ideal way. Craft song and art in many forms is used to enlighten life. The movement succeeds in giving a considerable number of people an exalted industrial existence, but it is too much in advance of the times for widespread imitation.

In connection with the art department of Tulane University, some pottery work and embroidery are produced, both under the finest conditions of workmanship and of highest excellence. Each piece of work is individual in design and reflects and reveals the beauty of Louisiana, as felt and seen by the artist making the work.

The work done under the direction of Mr. Gustave Stickley, in the well known "Craftsman" shops, is more commercial in character than the work in the two places just mentioned. The shops are conducted much as other factories are, but the sanity of design in its adaptability to the material and genuineness of construction makes this work notable.

Countless amateur and professional handicraft societies and individual workers, in almost every city, are doing some work in an enlightened artistic spirit. Anyone who feels the impulse to reform manufacturing conditions in his locality can begin the reform by making with his own hands at least one article, a chair, a lamp shade, or a window stencil with the spirit of completest artistic expression.

A woman of my acquaintance recently made an embroidered tapestry symbolizing a particular Spring day's drive upon a mountain. The foothills dotted with flowers, the mountain covered with redwood forest, and the zigzagging roadway, were symbolized with charming simplicity and taste.

How shall teaching in the manual arts be carried on so as to advance enlightened workmanship?

1. The manual worker and teacher must be an artist, the artist must be a manual worker, and there is no short cut to either. Art is not a kind of surface varnish which may be rubbed over a thing after it is made, but it lies as well in the bones of the object. The manual training teacher can not be told a few principles in a few words which will make him an artistic designer; he must study principles and observe their application in old and modern work, he must use graphic means for

studying and recording observations, he must become an artist by doing what the artist does, then and then only can he enter the art world and understand. Visual sensitiveness to appearances, to textures, smooth and rough; to colors, dull or bright; to proportions, variety and individuality of form, this is the test of the artist. This sensitiveness is a growth which may be cultivated but which can not be obtained by recipe.

2. Workers must be trained to think, a thing which schools are lax in. They more often train pupils to move only with the crowd which requires them not to think. In enlightened work thought must precede action, the image of the finished product must be as clear and complete as possible. A working drawing is an experimental undertaking. The completed product is a test and demonstration of the first mental design. The habit of drawing things before they are made induces the habit of exact thinking and should be insisted upon for that reason. Thorough exact thinking is the hardest of all tasks to form as a habitual practise. To produce the intellectual habit in work is the emphatic task of the manual arts teacher.

In teaching artistic design, methods have been greatly advanced during the past dozen years, an advance in which Professor Dow and Dr. Denman Ross have performed notable service. The system of teaching at present generally followed includes some preparatory exercises in space division by simple lines and the development of surface pattern, followed by planning and actual making in definite material.

Instead of an uninspired and lazy adaptation of details of historic ornament from classic sources, historic examples, including Romantic and Barbaric art, are used for qualitative inspiration as demonstrating principles, while motives for ornament are taken from such sources in Nature as have personal significance. Art should always have imaginative significance—express a great emotion—else it is only an empty husk, as most art we see is.

The new method cultivates the habit of insight into the artistic principle involved, wherever it may be found, individuality in its use, and if possible an appeal to the higher poetic imagination. The embroidery above referred to—commemorating the mountain drive, was complete in this sense of appealing to the higher imagination, and has a value for its maker far beyond its form. It also has an artistic

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form and expression which makes it far more effective as a keepsake than any mere "relic" of the drive, in the shape of a bunch of faded flowers tied with a ribbon and inscribed with a date. It is from such beginnings that the completest art grows. We wish not the Gobelin tapestries but American tapestries symbolizing in their art the high ideals of democracy, and the joy of life everywhere.

The present demand for more emphasis on vocational training should not result in less training for culture; but rather, in such choice of illustrative examples of culture, with such clear insight into it as a definite reality that its ideals can be applied and realized in one's trade.

Society can with propriety expect two things from school-trained men and women: first, vocational or trade efficiency, including broad knowledge of the best ideals of some trade and enthusiasm for them; second, character which makes for good citizenship, ability to use well a daily margin of time in making a good home, in using the best literature, and parks, theaters, art galleries, etc. Society expects, in short, efficiency in a trade and balanced culture in the art of living.

When we realize how much our material surroundings mean to us, and how significant a measure of our civilization is the impress of the human soul which we place upon them, or do not impress upon them, be it in range from the pattern on a Navajo blanket to the wall painting of a Puvis de Chavannes, it seems that one fourth of everyone's school time might well be spent in acquiring refined ideals of the industrial arts, while intending art workers might spend more than half of their early school time in this study.

In conclusion, the enlightened industrial arts worker and designer needs to become saturated with beauty in Nature, absorbing it with pencil and brush; he needs to study principles of expression and adaptation as exemplified in the choicest art treasures preserved to us; he needs to develop power in exact mental creation of original problems, with ability to hold all the complicated elements of material, of use, of beauty, and of appropriate decoration liquefied in his mind, until they gradually crystallize into unified form, and he needs to continually perform with his best endeavor, making each successive product better than the last.

The recipes of a trade, a catalogue of its raw materials are useful and schools should provide samples of them in its museums, wood stains,

dyed cottons, mural work, plaster textures, etc., but more important is the implanting of high ideals, leading the coming workmen to consecrate themselves each to his trade to the producing of master-pieces of craftsmanship. Phidias with his Parthenon, Michael Angelo with his "David," Stradavarius with his violins; these are among the tallest trees of the forest. But there was a forest. Where the greatest artists thrived thousands of lesser workmen also did their best and lived in the joy of creating. We can cultivate the forest.

The order in civilization in which many men are mere machines fails; in the ends of civilization we do not want it. We want men to incorporate their minds and souls into their labor, to be artists.

Manual training teachers, the greatest opportunity is yours. The greatest need of America, you, and you only can supply.

HOW THE FIGHT AT DENVER WAS WON

L. E. ARMSTRONG
Secretary California Teachers' Association

TO CONFESS the whole truth, now that the fight is over and the N. E. A. is really coming to San Francisco next July, no member of the California delegation was in his innermost heart really sanguine during the opening rounds. There was quite a bit of whistling to keep our courage up. Superintendent Baldwin declared that he had nailed the colors to the mast, and if need be would go down with the ship. And there were times when he and the rest of us had a sneaking notion that the abyss was about to yawn. It was a stiff upper lip and a pull all together that won the day.

When President Benjamin Ide Wheeler chose his committee of six and instructed the members thereof to do their durndest to bring the N. E. A. to California next year, he showed rare discrimination in selecting the forlorn hope. Let us preserve the names of the gallant six who kept the bridge at Denver.

First, there was Thomas E. Hayden of the San Francisco Board of Education, chairman. Mr. Hayden was made chairman presumably

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for the reason that he is a lawyer and an orator, as well a school man. A lawyer is expected to be able to indulge to-day (if need be) in magnificent hyperbole and to show clearly to-morrow (again if need be), that a regrettable, erroneous construction has been placed upon his words. But in Mr. Hayden's case at Denver, there was no to-morrow. His invitation of the N. E. A. to San Francisco was a classic, long to be remembered.

Superintendent Duncan Mackinnon of San Diego was number two. At first glance some of the members of the N. E. A. mistook our genial director for a prosperous drummer, and they were not far wrong. Superintendent Mackinnon certainly represented the house of California & Company worthily and spread out samples of courtesy and hospitality that warmed the hearts, moistened the lips, and brightened the eyes of thousands. It is no longer debatable that California's director of the N. E. A. should be an unmarried man.

The third on the list was that quiet, indefatigable worker from Stockton, Superintendent James A. Barr. For a time before the delegation left for Denver, it was not certain that James A. Barr, Jr. (three weeks old), would give his consent to J. A. B., Sr.'s going. But he finally gave in, and the best organizer and promoter among the school men of California joined the delegation at Sacramento. He was sick part of the time, but was never too sick to figure out some new scheme to advance the cause.

President C. C. Van Liew of the Chico Normal was fourth. As a persistent and consistent buttonholer of unwary delegates, Dr. Van Liew was a decided success. He made the California poppy trumps every time and so compelled the adversaries to go to San Francisco in 1910 to get back on the board again.

The fifth man was no other than County Superintendent Hugh J. Baldwin of San Diego, whose magnificent black shock belies his name. In fact, one school ma'am was overheard to remark, while looking in the direction of Superintendent Mackinnon, "Why, that must be the Baldwin from San Diego." As a stayer early and late, as one who has no such word as flunk in his bright lexicon, the San Diego County Superintendent is in a class by himself, unpaced and impassable. His un-failing buoyancy and ready humor contributed largely to our final success.

And last, but not least (he is growing a little reticent on the subject of *avoirdupois*), was Superintendent J. W. McClymonds of Oakland. Before leaving home he put himself into condition by shoeing, harnessing, and driving a spirited colt. This exercise he practiced in his nightly slumbers, much to the consternation of the man in the berth above. But the results at Denver justified the means. In speed and wind Superintendent McClymonds easily distanced some of the less girthful men of the delegation. In fact, the persistent Oakland superintendent unflinchingly pursued some recalcitrant delegates as far as Kansas City.

These were the six who, at the behest of California, went forth to do their best. To this original committee State Superintendent Hyatt was added as an honorary member. His droll humor and seasoned experience proved valuable when the battle was joined. To me fell the distinction of being chosen assistant secretary and press representative. When I was invested with the insignia of my office, I was told to oil my imagination and to feed my memory on soothing syrup. My first duty was to impersonate a Denver reporter interviewing Superintendent Hyatt, Director Hayden and Superintendent Mackinnon. It was a great pleasure to me to make these gentlemen say anything I pleased. From "golden orange groves" to "delightful climate" it was all right, and everything went. These interviews were ready for the papers when we landed in Denver.

We reached Denver at noon Sunday. After removing the stains of travel, we essayed a sizing-up of the situation. From conversations with delegates here and there, it was soon plain that the situation not only looked serious—it was serious. There was a general feeling that the next meeting of the N. E. A. should be held in an Eastern city. A man from Boston thus expressed this general impression: "We held the N. E. A. meeting in Los Angeles in 1907. In 1908 we went west again to Cleveland. (Note: Anything this side of the Appalachians is part of the Great West to the Bostonians). This year we have come west again two thousand miles to Denver. The center of population lies far east of the Mississippi. And yet you suggest our going west a fourth time, to San Francisco in 1910. Better make it a western association and be done with it." And, gentle reader, if you lived east of the Mississippi you would agree with this Bostonian.

HOW THE FIGHT AT DENVER WAS WON

The problem of selecting a meeting place for a great convention is somewhat like the tariff question. We used to think the latter rested upon national political principles. To-day we know better. When, for instance, Democratic senators support a tariff on hides, the whole thing is seen to be purely a local matter, a question of geography. Just so with our fight at Denver. So far as there was any logic in the situation, that logic called for an Eastern meeting next year. But we knew that California and San Francisco offered certain advantages and inducements beyond the power of any other state and city to offer. We believed that if these could be presented with clearness, persistence and tact, we could win enough people to our support to succeed. It was not a time for intimidation or cajolery—it was up to the members of the California delegation to convert one by one a majority of that great body, a stupendous undertaking.

With a clear recognition of the arduous task before them, the members of the California delegation went into action. Instead of being dismayed, the sense of difficulty and possible defeat served only to increased determination. All members of the delegation, whether on the official committee or not, planned a campaign to reach the greatest possible number of people. This planning was marked by perfect unity, each member happy to serve as a cog in the general machine. And then each one went to work. Space forbids our recounting the individual deeds of valor done. But a few people deserve special mention. In the actual campaign Mrs. Hyatt proved as good a man as the best. Among the bookmen who worked early and late, were S. C. Smith, Fred T. Moore, Jesse A. Ellsworth, and Walter J. Kenyon. Lewis B. Avery, Principal of the San Jose High School, and James E. Addicott of the Oakland Department were valuable through their wide Eastern acquaintance. All along the line there was no let up in the efforts to develop a sentiment in favor of California. Thousands were buttonholed in the various lobbies and halls. Thousands were invited to the beautiful California headquarters in the Brown Palace Hotel and were there given California literature, California argument, California poppies and California hospitality. These thousands sent other thousands.

To assist in the work, the California Promotion Committee sent several thousand cloth poppies, very good imitations of our State flower.

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Attached to each was a ribbon inscribed: "San Francisco—1910." These were distributed early in large numbers, and soon the streets of Denver were ablaze with the golden emblem of California. In beauty and attractiveness these poppies easily outranked all other badges and pins. I believe many women wore them for their beauty alone. They were a good silent argument, objectifying the growth of California sentiment. They certainly had a bearing on the result.

Besides the poppies we printed and distributed ten thousand cards bearing our arguments in brief, as follows:

SAN FRANCISCO—1910

1. The new San Francisco wishes to fulfil pledges of 1906.
2. A cool coast city for the summer N. E. A.
3. Ample hotel and hall accommodations for 50,000. Hotels pledge regular rates.
4. Fine railroad service—San Francisco terminal lines pledge one-way round trip rate.
5. Stopovers to see scenery and famous vacation resorts of California, "The Playground of America."
6. California pledges membership of 7,000.

FOLLOW THE POPPY TO THE GOLDEN GATE

All day and late into the night during Sunday, Monday, Tuesday and Wednesday the work went on. The decision was to be reached Thursday afternoon at a meeting of the state directors. By Thursday morning we believed from favorable expressions and definite pledges that we were going to win. But there was no halting. With one last grand effort we spent the remaining time endeavoring to make the victory sure on the first ballot.

At last the time arrived. When President Harvey announced that the state directors were ready to consider the next meeting place of the N. E. A., a tense silence fell upon the audience. Then through their representatives the following cities extended invitations: Boston, Mil-

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waukee, Atlantic City, Chicago, San Francisco. The invitation to "the new city by the Golden Gate" was extended by Mr. Hayden in clear, dignified, convincing diction, easily the finest speech of the day. Then followed an effort on the part of some who feared the success of San Francisco to pass the entire matter to the Executive Committee without recommendation. But Superintendent Mackinnon soon battered down their argument, and the roll-call by states was ordered.

This was truly an interesting, exciting scene. Connecticut was early on the list, and when Charles H. Keyes, City Superintendent of Hartford (a city very close to Boston), said, "San Francisco," the Californians had hard work to refrain from cheering "right out in meeting." A moment later the District of Columbia was called, and Commissioner Elmer E. Brown voted "San Francisco." For a time it looked as if the sergeant-at-arms would have to be called to repress the exuberant spirits of the Californians. When New York was reached and President Nicholas Murray Butler declared for San Francisco, there was no stopping the tide of vociferous exultation. And so on to complete, soul-satisfying certainty of victory! What a relief and a pleasure it was to know that the good fight had been successful, accomplishing what the great majority at the beginning had deemed impossible! The final vote showed four for Milwaukee, ten for Boston and twenty-one for San Francisco.

And thus the battle was won. Now new duties lie before us. The teachers of California, ten thousand strong, will be the hosts next summer. Our friends from all over the country have heard much of California's hospitality. Many of them have said frankly that they expect "the time of their lives" in San Francisco. We shall not disappoint them. With the same singleness of purpose and unity of action which marked the California delegation at Denver, the great teaching body of this State will feel it an honor to welcome hospitably the incoming thousands of the army of education—as noble a body of men and women as the world has ever known. The honor is California's, and she will do her part in a manner never to be forgotten.

WHAT IS THE DIFFERENCE?

SELDON C. SMITH
Pacific Coast Manager Ginn & Co.

THE June number of the NEWS has an editorial from which the following is quoted: "There is one point in selecting texts in reading that needs very careful consideration. Practically all of our urban schools and a majority of our best rural ones give some definite method work before taking up the prescribed texts. From two to five months devoted to The Ball, The Gordon, or the New Educational Readers—method readers all—is time well spent and there remains sufficient time in every school in the state to cover one good First Reader before the close of the year.

"But when a Primer and a First Reader both are prescribed there is so much material to cover that the proper mechanical approach must be sacrificed for want of time. . . ."

This editorial gives the impression that the schools in this State do not make average readers out of their school children and that the responsibility for not accomplishing this desired result lies with the State series of readers because it has a Primer for its first book and a First Reader for its second book. It says, "The compulsory use of both Primer and First Reader bars the road to successful method work," and also says that "The fundamental plan is at fault."

The remedy proposed is the adoption of a series of readers that has but one book for each grade thus "Providing for each simply a minimum of essentials. . . ."

What is the difference between a primer and a first reader that is really adapted to the use intended—that will actually lay the foundation for future reading? What difference does the name of the second book make if it properly articulates with the first book? Can the preparation for reading the second reader be less than the prompt recognition of the words that the second reader assumes that the child actually knows?

Five of the best series of readers issued during the past few years have made their appearance without a primer and have been offered to the public without hint that the series was not complete and that a primer was intended. They have claimed that "interesting content" would stimulate the child to overcome the difficulties of mastering the vocabulary and that by doing away with the conventional primer a

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greatly increased vocabulary for the second year's work would be acquired. In each instance, after a period of two or three years of actual school room test, a primer has been added to each series. The preface of the last of the primers to be issued says that it is added to the series "in accordance with the original plan of the series," but it is issued three years later than the other books which had no word from the publishers that the series was incomplete, and that the proper foundation would not come from the press for three years.

There is no doubt of the reason for the issue of these primers. The children have not been able to convert their interest in the text into a vocabulary sufficient to meet the demands of the text and the text has assumed that page by page the net results of the reading were equal to the number of words used. The "mechanical approach" has been a factor in school work for years and has undergone various modifications; still these series that have depended upon a mechanical approach coming from somewhere in some way have, after two or three years of experience, announced a primer that would relieve the trouble the teacher and pupil were having with a too difficult beginning. Would the experience of the large publishing houses be a reasonable guide in estimating the value of a primer?

No matter what the "mechanical approach," nor the time spent in its accomplishment, the first book requires a definite vocabulary and the second book assumes that it has become the complete possession of the child. If so the second book will be less difficult than the first and before the child reaches his third book the analogical words will begin to make themselves known to the average child even if the "mechanical approach" has not been suggested. The publishers have learned that the first book must be very limited in its demands. Hence the primer.

If the "mechanical approach" does not shorten the time necessary to read a primer, what will be the effect when a first reader is substituted? If a primer and a first reader are intended to furnish the preparation for reading a second reader what will be gained from an educational standpoint by merging both books into one? If it lessens the reading experience, will there be a loss? Does it seem reasonable that this "mechanical approach"—this diet of husks—should rob the child of the opportunity to read a pleasing primer for the sake of the "ack's" and "ick's" and

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"ock's" out of which he is mechanically to construct words that he does not use for months and may not even know till a later period?

One of the "mechanical approach" books gives a list of 130 "sight words" required in its scheme. This is 56% of the number of words in the vocabulary of one of the brightest primers published. Another has a list of 214 phonograms to be taught. The primer referred to has a vocabulary of 230 words and its content furnishes interesting word pictures that will make retention more certain.

Is it not possible that this "mechanical approach" has consumed much valuable time for which adequate return has not been made? Should not the requirements of a second reader be the basis for the preliminary work done?

AN ANSWER

CLARA MARTIN PARTRIDGE

Berkeley, California

What says a glad soul? "The sky appears gray,
The lilies lie low 'neath the wind's keen lash,
But always I hear a song in the gale,
And ever I see the sun's golden flash."

What says a glad soul? "The path that I tread
Is rugged and steep, and thorns wound me sore,
But peace fills my heart, for I rise, as I climb
Above the dark clouds, into light evermore."

What says a glad soul? "My heart is bereft,
And lonely I muse in the hearth's dying glow;
Then Love sends me guests from the dear land of dreams
And gently we talk as the fire burns low."

What says a glad soul? "O Life, thou art fair,
And precious the gifts that every hour brings.
I fly to the heights above the dark ways,
And outward I soar on Joy's steady wings."

THE SPITE-FENCE

ANNA R. CREVER

San Jose, California

"**M**ISTAH HARRY, please to stop yo' bein' so cussatious. Dat ol' hen am mighty pesterin', I low, but den she caint he'p heh se'f; she only follerin' heh instinc's."

"Let her follow them on her own side of the fence, then, Aunt 'Cenia," answered the irate young master of the house, surveying with wrathful eyes the havoc wrought in his onion bed. "It does beat all how some people can keep chickens and be serenely indifferent to the way they annoy their neighbors. I'll fix Madam Red. I've heard of spite-fences before, and I'll build one. You bet I will."

And build it he did. The next day two carpenters were busy and by nightfall a fence high enough to discourage the most ambitious hen rose between "Mistah Harry's" garden and that of his neighbor. So high indeed, that Aunt Alcenia's visits with Uncle Peter Sparks, the next door coachman, were no longer possible. It had been so pleasant for Aunt 'Cenia to be in the garden after sundown, and Uncle Peter had always found the cool of the evening the only time he had for a smoke. Aunt 'Cenia could pick sweet peas for the table and at the same time contrive to hear every word that Uncle Peter had to say. He always had new recipes for curing her asthma, and her prescriptions for his rheumatism were new every evening.

Now, alas, between them loomed the spite-fence—invincible, impassive, unscalable! There was neither crack nor knot-hole—not even a chink through which his "dearest Thisbe dear" might commune with her Pyramus. "Oh," thought Aunt 'Cenia, "if only de good Lawd had gib my asthma to Petah and Petah's rheumatiz t' me, he'd been spry 'nuff to a clum up an' set on de top."

"Mistah Harry," she said one morning as he loitered in the kitchen, "dem peas an' onions am lookin' mighty sickly. Dey don' git' 'nuff sun. Hit's mighty neah noon 'fore de sun kin strike 'em. Yo' know dere's nuffin' like de mawnin' sun fer t' make t'ings grow. Yo' maw'll be mighty disappointed ef dem peas don' come on good. Yo' know she pow'ful fond ob 'em. You'dbettah take dat spite-fence down, deed yo' hed, Mistah Harry."

Aunt Alcenia fortified her arguments by setting a plate of doughnuts on the kitchen table. She interluded her plea by applying herself vigor-

ously to her duty. In the doughy hollows of the bread-sponge, the black hands nestled, looking like coals in a snowdrift.

"Won' you tek it down, Mistah Harry? Hit's makin' de back yawd damp. Hit ain't healthy—my asthma been heap wuss lately," she wheezed.

"It's up to stay, Aunt 'Cenia. I can't make garden for that feathered aristocrat to work off her scratch-abilities on. She needn't think that because she cost Judge Hampton fifty dollars she has privileges above the rest of her kind. When you can raise loaves of bread on a lemon tree, I'll take that spite-fence down, and not before"—and "Mistah Harry" left the kitchen with the last doughnut in his hand.

"Shucks, who could do de likes o' dat?" Aunt 'Cenia turned her bread-dough over and over and then down with a slam. She gave it a farewell thrust with her doubled fist. Suddenly she began to laugh. There was a premonitory quiver, then a seismic disturbance in the diaphragm, a rocking to and fro of the mirth-shaken frame and a mellow haw, haw, haw, leapt from the cavernous mouth.

"Law," she exclaimed, "ain't that a deah, tho'? It cert'ny is killin'. Hit mus' be what Mistah Harry call a pun. He'll hab to gib in, sho."

Men with half the incentive have gone mad over ideas less worthy than Aunt 'Cenia's—on her side the fence was shadow and loneliness; on the other side sunshine and—Uncle Peter.

Aunt 'Cenia's afternoon out was spent in shopping. On her return, two mysterious packages were laid in her bureau drawer. No maid in Jove's kitchen ever prepared ambrosia with half the care that Aunt 'Cenia bestowed on the making of her yeast that night. Every tiny brain-cell in her woolly head was brimful of the one idea of her happy-go-lucky life.

Cupid is no respecter of persons and there is ample proof that he never draws the color line. The next morning he suggested to "Mistah Harry" and his mother a half holiday in the hills which lay so alluringly near. And off they went, assuring Aunt 'Cenia that they would be home precisely at twelve.

Aunt 'Cenia delayed the mixing of her bread until nearly nine, calculating to the minute every stage through which it should pass before loafing time. At ten-thirty she worked it down and at eleven a white

dome rose from the rim of the bread-pan. Her feet had wings though her asthma made her exertions audible. Up the stairs she panted for the mysterious packages. Tucking these under her arm, she hurried into "Mistah Harry's" bed-room and raised the window. It was easy enough from that serene height to communicate with Uncle Peter. She leaned far out and saw him hobbling disconsolately toward the barn.

"Hi, dairh, Mistah Spawks," she called, "fo 'de lan' sake, come oveh quick!"

"Whut! Whut! Dat you, Miss Baxton?"

"Co'se hit's me; how c'u'd I call you ef it wa'n't me?"

"Is yo' on fiah?" he called back as he limped up the drive-way with all the haste he could muster.

"Specs I is, jedgin' from de way de Spawks am flyin'," giggled 'Cenia as she drew in her head.

She met him at the back door.

"Now Mistah Spawks, yo' see my bread all wo'ked out in de pans ready fer de las' risin'?"

"I sho do, Miss Baxton."

"Well, I wan' yo' to he'p me tie dese bands o' cheese clof roun' de middle ob each pan, so. Now min', you fix em so dey won' spill out, and let de ends come out long. Yes, yes, dat's right. Hurry! Now den, yo' tek two ob dem pans up in yo' han's an' I'll tek two. Now come out into de gyarden."

"Laws massy, Miss Baxton, is yo' gwine crazy?"

"Yes, don' yo' wan' to go 'long?"

"I sho do, 'Cenia honey."

"Don know 's you kin; man down in Texas wan' me mighty bad—don' yo' drop them pans!"

"He—he—don' wan' you haf' 's bad 's I do."

"Whut yo' talk so husky fer, Mistah Spawks? Has de rheumatiz got into yo' win'-pipe? Dey do say tho' dat de man on de groun' hab de bes' chance. Ugh! Go 'long, yo' good fer nothin' ol' cindah, you. Has de rheumatiz gon' t' you brain?—lan sake! ef I didn't fergit some'p'n."

Aunt 'Cenia hurried into the house. In a moment she appeared

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carrying the mysterious packages. She was wild with joy tho' very apprehensive for the time was slipping away.

"Now, Petah, honey," she said, "you he'p me wif dese hyeah pans. Hang dese two on dat side, an' you's two on dat yuddah side."

"Dey'll git col', Cenie."

"Ain't I got de heat right in my hans?"

"Ouch! you cert'n'y has, honey."

"Well, jes' hang dese intenshun wahmers 'long side o' dem pans—dat's right. Now coveh dem wif dese hyeah napkins. Dat's it, dat's it. Yo' cert'n'y is doin' fine—lan' sake, ef dere ain't dat clock a strikin' fer ha'f past—sorry to 'scuse you Petah, honey, but I's got to git de lunch ready."

"'Cenie Baxton, is yo' goin' t' send me home 'thout 'splainin' t' me all dis heyah goins on?'"

"Hit's a pun, Petah Spawks."

"What am a pun, 'Cenie?"

"Hit am a 'spression dat yo' kin look at from behin' or befront, an' hit means jes' right all de same."

The minute hand had slipped a quarter past, when "Mistah Harry" and his mother returned. Aunt 'Cenia waited for them at the garden gate, ear joined to ear by a semicircle of grin.

"Mistah Harry," said she, as he came around the side of the house, "I's got some'p' n to show yo', suh."

"Great Scott, Aunt 'Cenia, have you been hanging the wash out in my shrubbery?"

Aunt 'Cenia whisked off the napkins. There upon a lemon tree hung four shining bread-pans—each filled to the rim with beautifully risen bread-sponge. Near each pan hung Aunt 'Cenia's "intension wahmers"—Japanese stoves.

"No, Mistah Harry," she answered, "I ain't been hangin' de wash out, I's been hangin' de bread out. Didn't yo' say dat you would take dat spite-fence down when I could raise loaves ob bread on a lemon tree, an' ain't I done hit, suh?"

Gleanings

ELEMENTARY AND HIGH SCHOOLS

Fresno is to the front with a raise in salaries all along the line. Grade teachers will receive from \$750 to \$1,000, the maximum to be reached after five years' service in Fresno. Salaries of principals and vice-principals range from \$1,250 to \$1,750 according to the size of the school. It seems that Superintendent McLane secured an increase for everybody but himself. Verily he hath and shall have his reward.

Samuel Hughes, principal of the Eagleville Grammar School, has been elected to the principalship of the Raymond Grammar School.

W. E. Edwards, ex-superintendent of schools, Santa Barbara County, has been elected to the principalship of the El Centro Grammar School.

Walter Kynoch, principal of the Loyalton Grammar School, has been elected to the principalship of the Fairfield Grammar School.

Wade E. Thomas, principal of the Fairfield Grammar School, has been elected to the San Anselmo Grammar School principalship.

F. W. Hoffman, formerly vice-principal of the Franklin Grammar School, Berkeley, has been chosen principal of the LeConte Grammar School, Berkeley. The vacancy at the Franklin has been filled by the election of C. E. Cuddebach, principal of one of the Santa Rosa schools.

Mrs. Beatrice Williams has been elected principal of the new school at Snyder avenue, Berkeley.

Superintendent Frank F. Bunker of Berkeley, reports an increased attendance over last year. The enrollment in the High School shows a remarkable increase.

The new Pacific Grove Academy will open September 5th. This new private school for boys has been well equipped, and present indications point to a large attendance. The school is prepared to render exceptional service in its chosen field. It has been planned and its general policy will be directed by President J. E. Stubbs of the University of Nevada. General and college preparatory courses will be given; the physical and moral welfare of the boys will receive as careful attention as their scholastic training. For the boy who for any reason does not fit in our public schools, we know of no better place.

W. W. Nichols has resigned the principalship of the Le Conte Grammar School, Berkeley, to accept the secretaryship of the Board of Education.

The enrollment of the San Jose High School a year ago was 608. It is now 954. To accommodate the additional students five new teachers have been added to the high school corps.

Wilbur McColl, director of music in the University of the Pacific, has been elected director of music in the San Jose High School. He will also make a beginning toward an effective system of musical supervision in the grammar schools.

The San Francisco Business College has moved from the old location at 733 Fillmore to the third floor of the new Douglas Building, at the corner of Market and Eddy. This is a splendid location, and the building has been thoroughly equipped to accommodate at least 400 students. President Albert Weaver has recently finished building a number of fine flats out toward Golden Gate Park. He has built up a good school, has a fine corps of assistants, and is deserving of the success which he has attained.

Dr. N. V. Bullock, formerly of the science department of the San Jose Normal, has been employed on full time as medical inspector in the San Jose schools. Berkeley and Oakland have both added medical inspectors for the year 1909-1910. May the good work go on.

State Superintendent Hyatt has called the annual convention of county and city superintendents at Yosemite during the week beginning August 23d. A good place and a good time for the meeting. These conventions of the superintendents of the State are very helpful and important educationally.

The High School districts of Hemet and San Jacinto in Riverside County, have been united. The new Union High School containing 140 students is under the principalship of Edgar T. Boughn. State Superintendent Hyatt taught in Hemet several years ago.

Ray Thompson, formerly instructor in Manual Arts in the San Francisco department, has been appointed assistant to Charles L. Jacobs, head of the Manual Arts department of the San Jose schools.

On July 23rd the reception committee of the California Promotion Committee tendered an informal luncheon at the Fairmont to Thomas E. Hayden, chairman of the California delegation at Denver. In an interesting manner Director Hayden recounted the story of securing the N. E. A. for San Francisco. At the conclusion of his address Henry Dernham, manager of the Emporium, announced a contribution of \$1,000 to start the N. E. A. entertainment fund.

The Yosemite Valley Chautauqua, which closed July 18th, was a great success. Plans are now being laid for an attendance of 1,500 next year. One of the features of next year's session will be the natural science courses, held in the open. Geology, zoology, and botany will be the studies, and the most noted scientists available will be asked to conduct excursions to different points in the Yosemite National Park.

The Oakland department has its manual training and domestic science work well in hand under the general direction of F. R. Cauch. There are seven domestic science and ten manual training teachers. Among the new teachers in these lines are Miss Maude Murchie, a recent graduate of Columbia; Miss Mary Reedy, from Beatrice, Nebraska; Miss Katharine Hall, a graduate from San Jose Normal and Stanford University; Miss Irma Ross, a graduate from San Jose Normal who has had special work in manual training; and Miss Rosalie De Witt, from Riverside.

By an overwhelming majority Fresno recently voted bonds for \$150,000 for school purposes. Of this sum \$60,000 will be used to erect and equip a Polytechnic annex of the High School.

L. L. Evans goes from Dos Palos to the principalship of the Fowler High, vice Glenn L. Allen, who resigned to accept the Napa High School principalship.

Robert Butler goes from the principalship of the Oroville High to that of the Downey Union High.

Edward Solomon, formerly principal of the Huntington Beach High, goes to the principalship of the Azusa High.

A. L. Dornberger leaves the principalship of the Mountain View High to become head of the mathematics department in the San Jose High.

SIERRA EDUCATIONAL NEWS

A. C. Barker, formerly principal of the Prescott Grammar School in Oakland and city superintendent at Eureka, has been elected city superintendent at Santa Rosa.

Jas. E. Addicott, former principal of the Newman Manual Training School in New Orleans, has accepted the principalship of the Prescott Grammar School, Oakland.

Superintendent J. E. Williamson of Santa Rosa, becomes principal of the High School at Sebastopol.

F. O. Mower goes from the Napa High to the principalship of the San Andreas High.

O. A. Johnson, formerly principal of the Santa Rosa High, has been elected principal of the San Mateo High.

A. E. Fultz, for the past twelve years superintendent of schools at Burlington, Iowa, succeeds H. A. Adrian as city superintendent at Santa Barbara.

J. Leroy Dixon, formerly proprietor of Manzanita Hall, Palo Alto, becomes principal at Concord.

H. F. Pinnell, formerly supervising-principal of the San Pedro schools, has been elected city superintendent of San Luis Obispo. Superintendent Pinnell was married in July to Miss Etta Couverly, who resigned from the Alameda department to become his bride. THE NEWS extends sincere congratulations. When a sweet schoolma'am marries a schoolman, she is not really lost to the profession. She still "belongs."

J. A. Metzler has resigned the principalship of the San Luis Obispo High School to accept the principalship of the Pacific Grove High.

James H. Martin, formerly principal of the Galt Grammar School has been elected principal of the Porterville High School.

C. E. Morris of Occidental College, goes to the principalship of the Santa Monica High School, vice George B. Culver, who has been elected head of the natural science department of the Los Angeles High.

GLEANINGS

A. D. Tenney, former principal of the Pacific Grove High, goes to the principalship of the Yreka High. Frederick Liddeke, principal last year, has gone to Europe for a year.

Sherman Bower has been elected principal of the Tracy Grammar School, vice M. O. Holt, resigned.

George W. Crozier of Nebraska, has been elected principal of the Santa Paula High School, vice E. L. Zahn, who resigned to accept the principalship of the Mountain View High.

J. O. Hanlon goes from the principalship of the Willows High to that of the Santa Ynez High.

Charles H. Covell, formerly vice-principal of the Redlands High School, has been elected city superintendent, vice Wayne P. Smith, departed.

G. W. Monroe, formerly city superintendent of Whittier, has been elected head of the general science department of the Berkeley High.

J. M. Horton goes from the principalship of the Arcata High to that of the new high school at Fillmore, Ventura County.

W. W. Bristol, formerly principal of the Madera High, has been made principal of the new high school at Nordoff, Ventura County.

W. A. Anderson goes from the principalship of the Lincoln Grammar School, Eureka, to the principalship of the new high school at Half Moon Bay, San Mateo County.

Frederick Green has been elected principal of the new high school at Anderson, Shasta County.

Jean M. Hahn has resigned the principalship of the Lemoore High School to accept that of the Nevada City High, vice W. W. Fogg, who resigned to accept a position in the Polytechnic Business College in Oakland.

F. E. Tuck, formerly Science teacher in the Napa High, becomes principal at Willits, vice Roger S. Phelps, who has accepted the principalship of the Willows High.

SIERRA EDUCATIONAL NEWS

C. J. Fenner has been promoted from the vice-principalship of the Lemoore High School to the principalship.

Percy Rowell, formerly vice-principal of the San Rafael High, has been elected principal of the Lompoc High.

P. B. Smith goes from the principalship of the Winters High to that of the Gridley High, while H. C. Smith travels in the opposite direction, from Gridley to Winters. And these two Smiths trade houses as well as jobs. This is straight. Next.

A. W. Miller of the Oakland Polytechnic Business College, is to be principal of the Cloverdale High, vice W. B. Netherton, resigned.

H. G. Stearns leaves the principalship of the San Jacinto High to accept that of the Dos Palos High.

STATE NORMAL SCHOOLS

Miss Edna Cook, critic in the Ypsilanti, Mich., Normal School, has been appointed critic teacher in the Los Angeles Normal School.

As the new Normal School of Manual Arts and Domestic Science will open soon, we take this opportunity of presenting the general plan and requirements for admission.

Because of the privilege of specializing in one subject for the full year to receive a diploma to teach in Grammar Schools—two years for the high school diploma—the school will accept applicants deemed qualified through having completed at least two years of University, College or Normal work. Exceptions will be made in favor of special students coming with recommendations from such institutions, to students of special schools, and to teachers bringing testimonials of successful work. The courses will be planned with reference to the needs of the students, who will be given opportunity to acquire practical experience in teaching in the regular public school manual training classes in the Anna S. C. Blake School.

Miss Anna S. C. Blake established manual training in Santa Barbara in 1891, and the work has grown so that it embraces all the grades from kindergarten through the high school. The influence of the Santa Barbara Anna S. C. Blake School has been felt in the East as well as in California, and the graduates of its Normal de-

partment, now merged into the State Normal School, will ever keep its standards clear.

Miss Ednah A. Rich has been in charge of the school since its inception and is thoroughly familiar with the needs of the State from the primary grades through the high school, and in the trade or technical school as well. In her work in Santa Barbara she has carried Sloyd Domestic Science and Sewing hand in hand.

There can be no doubt that the movement for industrial training in California will soon require a great many teachers who are prepared to handle industrial subjects. The Normal School at Santa Barbara has been established so that California may assist in making the work in our schools more truly serviceable in life. There is a splendid opportunity here for teachers who like manual training or domestic science. They can get ready to help along a great movement, and incidentally they can add materially to their present salaries. A letter to Miss Ednah A. Rich, President of the School, Santa Barbara, will bring any further information desired.

UNIVERSITIES OF THE STATE

Stanford University will begin the fall semester on September 2d. Entrance examinations begin August 26th. Matriculated students will register August 31st, and new students September 1st. Advance applications point to a large Freshman class.

The fall term of the University of California will open on August 16th. Matriculation examinations will be held in Harmon gymnasium from August 5th to 10th. The registration of new students will begin on August 13th and registration for old students on the morning of August 16th. Several new faces will be in the faculty, notable among which will be that of Prof. Lucien Foulet, former professor of French at Wellesley College, who will fill the chair of French at Berkeley. Among the old members of the faculty who will be missing are Prof. Carl C. Plehn of the economics department and Prof. Henry Morse Stephens of the department of History and university extensions. Both are in Europe and are not expected home until spring. The expectations are that the Freshman registration will be the largest in the history of the University. The recorder's office has been besieged throughout the vacation for information. There promises to be unusual increases in the engineering and agricultural colleges, where some additions have recently been made to the faculty and new courses provided. The school of agriculture at Davis will open on September 20th.

OUTSIDE THE STATE

President Richard Cockburn Maclauran became the head of the Massachusetts Institute of Technology recently. Governor Draper, President Lowell of Harvard and Ambassador James Bryce were among the distinguished men present at the inauguration.

Prof. Edward Meyer of the University of Berlin, serves as the next German exchange professor at Harvard. He will deliver a term's lectures on Ancient history. Professor Moore of the Harvard faculty will lecture at Berlin on the History of Religions.

The Missouri Supreme Court has decided the right of school boards to require the vaccination of pupils before attending school when small-pox has broken out, or where an outbreak of small-pox is imminent.

Mayor McClellan of New York City, has again vetoed the bill providing for equal salaries for men and women. As a concession he agreed to appoint a commission to consider the alleged injustices in the next budget.

Professor Oliver H. Richardson of Yale, has been appointed Professor of European History at the University of Washington.

Dr. William J. Tucker, for more than thirty years identified with Dartmouth College, and president since 1893, retired recently. He was succeeded by Dr. Ernest Fox Nichols, professor of experimental physics at Columbia. In the selection of Dr. Nichols two traditions were smashed. Formerly the presidency has always been held by a classical scholar and clergyman. The new president is a scientist and not a minister. In a scientific way Dr. Nichols is known throughout the world as the discoverer of alternating currents in the same wire.

Mrs. Ella Flagg Young, principal of the Chicago Normal School, has been elected city superintendent of Chicago at a salary of \$10,000 a year. This is probably the highest salaried public school position in the world ever held by a woman. The new superintendent is 64 years old. She is a remarkable woman, and her administration will be watched with interest everywhere.

In a recent address President Taft said, "There is no higher profession in which self-sacrifice is manifested more clearly and in which more good can be done than that of a teacher."

GLEANINGS

Kansas City, Missouri, will soon have several well-equipped and properly-supervised playgrounds.

A recent law in Illinois makes vivisection in schools a crime.

Chicago's new Cooking School is to cost \$300,000.

Superintendent Martindale of Detroit, has been re-elected for a fifth term of three years at a salary of \$6,000. Superintendent Martindale is one of the strong schoolmen of the country.

Owing to a growing lack of interest in the Bible on the part of young men members of a Sunday-school class of the First Congregational church of Jersey City, the church has decided to abandon International Sunday-school lessons and go in for sociology in the young men's class. Prohibition, protection, free trade, socialism, single tax, municipal government, social betterment, and kindred subjects will be taken up. The church is one of the largest in Jersey City, the Rev. John L. Scudder, pastor.—*Journal of Education*.

John C. Stone of the Michigan State Normal College, and joint author of the Southworth-Stone arithmetics and algebras, has been elected head of the Mathematics department of the Montclair State Normal School, New Jersey.

Michigan and Colorado will not give a labor certificate to any child to work in any mercantile, mechanical, or manufacturing pursuit who has not completed an eight-years' course in school.

Lyman A. Best, a principal in Brooklyn, was probably the first to agitate for teachers' pensions. He began in 1893.

Our Book Shelf

JEWETT'S TOWN AND CITY. By Frances Gulick Jewett. Edited by Luther Halsey Gulick, Director of Physical Training in the Public Schools of New York. Cloth, 272 pages. Price, 50 cents. Ginn & Co., New York; San Francisco, 717 Market street.

This is the third book of the remarkably fine Gulick Hygiene Series. It has been prepared for the sixth year. It presents the subject of hygiene from the standpoint of the community, and habits which have a social bearing are discussed—the results of overcrowding, clean streets, garbage, ashes and refuse, parks, playgrounds, public baths, water supply, preventable diseases, food inspection, epidemics, vaccination, tuberculosis, city health and alcohol, microbes and disease. It is an exceptional book from a social viewpoint. It is attractively written and well illustrated.

GUERBER'S EASY FRENCH PROSE COMPOSITION. By H. A. Guerber, author of "Contes et Legendes," etc. Cloth, 12mo, 91 pages. Price, 25 cents. American Book Company, New York; San Francisco, 565 Market street.

This Prose Composition, though based on Part I of the same author's *Contes et Legendes*, is equally well adapted for classes which do not use the latter book. The exercises consist of twenty-five selections in English, with the necessary indications of correct idiomatic renderings, but without vocabulary. The principle of constant repetition is applied throughout the exercises, which therefore give ample practice in a steadily enlarging vocabulary. The material used is simple and familiar.

COOPER'S LAST OF THE MOHICANS. Adapted for school reading by Margaret N. Haight. Cloth, 12mo, 142 pages, with illustrations. Price, 35 cents. American Book Company, New York; San Francisco, 565 Market street.

The adventures of Chingachgook, Uncas, and Hawkeye, which have delighted so many generations of readers, are here published in a form suitable for pupils of the grammar grades, as one of the well-known series of Eclectic Readings. Only those portions of the original narrative have been omitted which do not bear directly on the story, and which are neither suitable nor interesting to the average boy and girl. Attractive full page pictures illustrate this adaptation of what is undoubtedly the best known of Cooper's many tales of Indian savagery and warfare.

OUR BOOK SHELF

THE McCLOSKEY PRIMER. By Margaret Orvis McCloskey, General Supervisor of Public Schools, Newark, N. J., with illustrations by Charles Copeland. Cloth, 160 pages. Price postpaid, 35 cents. Ginn & Co., New York; San Francisco, 717 Market street.

This book is "not an experiment to try but an experience to share." The author has taken a number of the most popular cumulative tales—such as "The House That Jack Built," and "The Old Woman and Her Pig" and worked them out in simple attractive language. Children like the repetition in these stories, and easily learn to read them because of the very gradual introduction of new words and the constant review of the old ones. Ninety fine illustrations make this primer an exceptional book. Interesting content, unusual repetition, and good illustrations combined in this book would seem to insure it a large measure of usefulness.

FAIRBANKS STORIES OF MOTHER EARTH. By Harold W. Fairbanks, Ph. D., author and lecturer, Berkeley, Calif. Cloth, 197 pages. Price, 50 cents. Educational Publishing Co., Boston; San Francisco, 717 Market street.

This a new edition of Dr. Fairbank's well-known book, which was first published by the Whitaker & Ray Co. several years ago. It has proved a very helpful book, and we have no doubt that this fine new edition will be cordially received.

BAILY AND POLLITT'S WOODWORK FOR SCHOOLS ON SCIENTIFIC LINES. By James Thomas Baily, head master of St. Albans (England) Technical School, and S. Pollitt, head master of the Southall County School, Middlesex, England. Cloth, 56 pages. Price, 75 cents. The Manual Arts Press, Peoria, Illinois.

This book contains sixty lessons well planned to bring manual training and physical science into helpful relationship. It represents the best thought on manual training in England to-day. It is full of clear-cut drawings of wooden models of physical and chemical apparatus. The book has been well received in England, and we believe that this American edition will serve a real need here.

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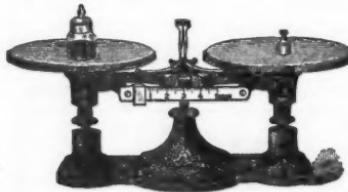
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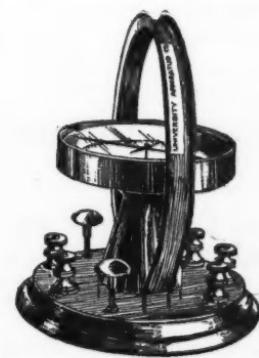
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